**Maple Leaf Rubric: Speaking and Listening in Group Discussions**

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| **Rating** | **Criteria** |
| **Strong** | * uses voice and physical expression, and may use non-verbal cues to build communication * chooses clear and precise words and uses specific language enthusiastically * works comfortably with group and helps develop and sustain group's interactions * offers clarification, elaboration, explanation, feedback, suggestions, hypotheses, questions, and synthesis as needed |
| **Good** | * voice easily heard and understood and may use non-verbal cues for effect * chooses clear words and may occasionally experiment with more subtle or specific language * works comfortably with group and contributes to social dynamics * often makes suggestions and asks questions or adjusts his or her thinking after listening to others |
| **Competent** | * voice can be heard and understood, tries to make eye contact, and occasionally uses body language * may have difficulty using complex or unfamiliar language * takes part in group discussion and follows basic rules for working with others * contributes some ideas and suggestions to the group |
| **Developing** | * voice unclear or difficult to hear at times, with little variation in tone and expression * little eye contact * relies on familiar language and often uses vague or general words * shows some awareness of the responsibilities of contributing to a group * offers ideas that may not connect with those of others, and may not be able to explain or clarify ideas |
| **In Progress/ Unsatisfactory** | * No or minimal involvement in the group/ task * May decline to participate * Body language may show physical isolation from the group |

\* Adapted from the B.C. English Language Arts IRPs Grades 8-10 *samples*, which were based on the reference set *Evaluating Group Communication Skills Across Curriculum.*

DMLIS English 10 team, September 2009.